



The Manchester College

Access Agreement
2018-2019

The College Context

The Quality Assurance Agency (QAA), which independently reports on the quality and standards of degree provision, awarded the College, through the Integrated Quality and Enhancement summative review process, a judgement of confidence (June 2012).

The Manchester College is committed to and actively encourages students from widening participation backgrounds to enter in to Higher Education. The launch of the 'Be Amazing' brand in October 2016, with the strapline 'careers not courses', demonstrates a clear focus on the development and delivery of a full package of qualifications for a student from entry level to level 7 that meet the skills priorities and support the labour market needs of Greater Manchester.

The developing Higher Education and Higher Skills (2020) Strategy for The Manchester College focuses on a review and refashioning of the curriculum to ensure that all programmes lead to careers. Similarly, all routes have a clear line of sight to employment in a sector that aligns closely with the skills and productivity gaps in Greater Manchester. It is envisaged that this strategy will feature flexible delivery modes in order to attract and assist in increasing part time student numbers through the following strategic aims:

Strategic Aim 1: Students

Our students will experience outstanding education & training. High quality opportunities, experiences and support will enable all of our students to develop the confidence and skills for success. Our customer-centred service will be dynamic, efficient and investment will create a state of the art learning centre.

Strategic Theme 2: People & Culture

An amazing working environment will see us become the employer of choice. We will reward performance and develop careers in a culture where staff can feel empowered to be the best they can be.

Strategic Aim 3: Our Community

We will work with all our stakeholders to deliver skills, training and education solutions.

Strategic Aim 4: Excellence

Through continuous improvement and a culture of delivering excellence, we will be recognized as the college to start a journey to "Amazing" through the highest standards of teaching, learning, assessment and support.

It is apparent through the strategic vision of the college and its achievements, that there is a continued commitment to widening access to students who would not normally progress into Higher Education. The college has well established widening participation strategies that aim to make Higher Education more accessible to students locally, regionally, nationally and from a diverse range of backgrounds.

TMC has been part of the National Collaborative Outreach network for the past two years, which has enabled the successful delivery of a number of targeted activities within the community and specifically demonstrates our commitment to working in partnership with other HE providers and Schools to raise aspirations to HE. Through this network, we will continue to promote our existing outreach activities and to contribute to the development of a collaborative programme of HE awareness-raising activities for state schools in Greater Manchester. We will continue to use the network as an opportunity to share best practice, grow the evidence base for what works, identify and reduce cold spots within our region. A significant number of secondary schools have engaged with this programme and the baseline data target of 87 schools was achieved, this reached 98 schools in 2016-17.

TMC is currently the host of a Greater Manchester Regional Hub as part of the National Collaborative Outreach Programme. (NCOP) The Government believes that Higher Education is 'an important driver of social mobility', setting itself the challenge of doubling the percentage of people from disadvantaged backgrounds entering Higher Education by 2020, compared to 2009, and increasing the number of black and

minority ethnic (BME) students going into Higher Education by 20%. We welcome this focus and will seek to continue the work we have already done to raise aspirations and facilitate success for all students.

This year TMC has set a raising attainment target for working with Schools and Colleges in terms of an GCSE academic and study skills offer.

Given that our record on widening participation already demonstrates significant success, we believe our focus should continue to develop the whole student experience throughout the student life cycle ensuring students are prepared to progress into, through HE, employment or further study. With an unwavering focus on employability and graduate destinations, particularly within the technical and professional sphere, we will continue to work with employers to co-create curriculum to meet the needs of individuals, the community, business and the economy. Retention and student success remain central; we will continue to explore mechanisms to enhance our support infrastructure, ensuring that we target resources coherently and effectively.

Enhancements are continually taking place to ensure that students from diverse backgrounds continue to be retained, to achieve and are successful on their chosen programme of study. Student satisfaction and the student voice remain at the heart of the Student Engagement Strategy; the engagement process aims to ensure that a managed, deliberate and structured approach is employed and has a positive impact on student outcomes. This ethos and approach directly and deliberately fostering:

- Students as participants
- Students as evaluators
- Students as producers
- Students as change agents

The College is further supporting this through investment in the Student Union and key student roles.

Access, Student Success and Progression measures

Access

Widening participation in Higher Education continues to be a key area of focus for TMC. In 2016-17 the HE student community / student profile reflected the following:

- Disadvantage: the proportion of students from the lowest participation areas was 56% of the student population.
- Age profile: the proportion of students was split into the following age ranges: 19: 9.2%, 19-24: 57.3%, 24+: 33.5%, 60+: 0.6%.
- Gender: the gender split reflected: 56% of students were female and 44% male.
- Ethnicity: the following categories reflected: White British/NI/Scottish/Welsh: 59.5% and BAME - 39.2%.
- Learning difficulty/disability profile: students declaring was 18.5%.
- 250 students were in receipt of Disabled Student Allowance. (DSA)
- The number of part time students was 6% of the student population.

The college recognises that these students need to be equipped with the skills for study and therefore offers a full wrap around package for all students with targeted support and interventions for those who are identified as at-risk of non-continuation. It is also important to consider The Teaching Excellence Framework (TEF) metrics contextual data identifying that 75% of our students entered with non-tariff qualifications and 22% with low tariff and that our strategies continue to address this.

The Manchester College was awarded a HEFCE three-year project (the Learning Gain Project) in September 2015 to lead and to examine how to measure learning gain in Higher Education. The project includes 14 other colleges across England. The research aims to utilise mixed methods by drawing on a range of indicators to track improvement in performance through a combination of entry-level qualifications, student grades and student and staff surveys. The research is in its early stages and the methodology is currently being verified with pilot surveys being tested. The project will monitor the same groups of students over the lifetime of their programme and the research findings will influence the design and delivery of future provision. The project will provide a deeper insight and understanding of the behaviours and wider needs of our students that the college will embed into new strategies and practices going forward.

Comprehensive progression, engagement and aspiration programmes are in place to support students to aspire to a Higher Education course. The college has a strong focus on 'careers not courses', all students who engage with the college are supported to see their learning as a journey rather than just a qualification. The Higher Education Transitions team and HE Student Advocates have played a vital role in widening access through a robust Sixth Form, Colleges and Outreach Offer and a reviewed and a refined Schools Offer. We have also developed the 'Continue your journey to amazing package', a bespoke offer for internal students at TMC. This includes ten bookable sessions for students, including access on a one to one basis to the Higher Education Transitions Officer. Over 2,000 students have engaged with these programmes to date, with a significant number of students applying for Higher Education programmes. More significantly and from our data analysis is that these students had not considered HE as option prior to these engagements.

The Student Experience team and enrichment programme has a focus on aspiration and engagement and includes use of guest speakers to encourage students to aspire to achieve their potential. Activity provided by the Student Experience team to address personal barriers to learning includes progression targets with actions including progression to HE where appropriate. Some of this activity includes joint FE and HE activity.

Some students are not familiar with HE hence supporting them to understand their choices and the overall process is critical. For HE students the personal tutor has a role to support students to progress to the next year of their course. The Tutorial and Support programme lead by Heads of Tutorial and Support plays a key role providing targeted support and supporting a rich tutorial programme to engage and support students. Every student has a personal or achievement tutor and an entitlement to a progression plan and support to progress. For level 3 students, UCAS is a focus of the tutorial programme throughout the year to support and encourage students to complete the UCAS application process.

The college has a robust school engagement process and a target to engage with children from primary school age, which begins the process of encouraging children to aspire with their education towards future employment. The college is a lead in an innovative partnership project working with the local authority and organisations involved in supporting NEET (Not in Education, Employment or Training) young people in Manchester which includes an HE target.

Students who have accepted an offer of a place on a programme are invited to attend a 'Higher Education New Student Day' before commencement of their studies, which take place annually in June/July. The aim is to introduce them to their tutors and fellow students in order to instil the best possible start and alleviate any anxieties before they embark upon their Higher Education journey. The latest data for September 2016 entry shows that 35% of the 'firm status' applicants, who were invited, attended the events and of these 100% enrolled on their programme of study. Feedback from the students was extremely positive with 100% of the students surveyed, feeling that the event was informative and provided opportunities to familiarise themselves with the college and meet new people.

The college has a highly valued Careers and Welfare Service (CAWS). The service provides a comprehensive range of information, advice and guidance to potential, existing students and staff. This includes careers, progression opportunities, learning opportunities, entry to Higher Education, welfare, housing, benefits, finance, accommodation and immigration for study. The CAWS also supports the allocation and administration of the student support funds within the college. It supports students financially in order to

improve the student retention and student experience. CAWS is Matrix accredited and staff are appropriately qualified and experienced, to assist the students. Specifically, in relation to HE the service provides:

- Help and support liaising with Student Finance England to help HE students understand what evidence they need to supply. The Action Planning System (APS) system allows CAWS and the student to accurately track the progress of the claim.
- Help with budgeting, hardship assessments and welfare/pastoral support.
- Advice and guidance regarding general HE finance entitlements and how they might affect other welfare benefit entitlements.
- Support with referrals to Manchester Student Homes for accommodation.
- Support for students with mental health needs by referring them internally and externally e.g. referrals to the Counselling Psychology Support Service (CPPS) or chaplaincy.
- Support with adjusting to studying in a new city.
- Advice and support with benefits and debt.

IAG for Mature students will be enhanced with the full implementation of the College Employability Hub with a Head of Employability and a number of Employability Officers in place to support development of work related skills and to offer careers and job related advice and guidance.

Student success

In terms of student retention, achievement and success, at the end of 2016-17 the following can be reported:

- Overall retention was 77%.
- Overall student achievement was 85%.
- Overall Student Success was 66%.
- Students accessing Disabled Students' Allowance support compared well to the previous year with a steady increase.

In 2015-16, the college undertook a full review of its support packages for students and implemented new policies and procedures in relation to the support offered to students, in particular at-risk students. The Manchester College is committed to identifying individuals who are at-risk of not achieving and to supporting all students to overcome barriers to retention, achievement and progression. The college is committed to supporting students to achieve and succeed on their course; supporting their personal development and welfare; reducing the impact of internal and external barriers to learning; developing employability skills; and, to supporting progression onto further study and employment.

In addition to a wide range of mechanisms at curriculum and tutorial level to support retention, there are key dedicated teams in place to support HE students (The Student Experience team, including Student Mentors, disability support, the designated safeguarding and wellbeing team). Promotion of earlier intervention with a stronger emphasis on proactive and preventative measures is crucial and remains at the forefront of support services. The College also liaises with a host of other charities and organisations, locally and nationally, to address concerns. All of these initiatives and more will continue to be developed to meet the rising trends of mental health needs and disclosures.

In 2015-16, we also expanded our central HE Development and Enhancement Team. The team supports curriculum growth, the students' Higher Education experience, quality assurance and strategic partnerships. The investment in this team includes a Head of Student Engagement and a subsequent engagement team. The implementation of the Student Union and a full review of the HE Student Representation cycle has been part of this work.

Work will continue in improving access to Higher Education for Internal students at TMC. (GM is a geographical area where the HE participation of young people is both low and much lower than expected based on GCSE-level attainment.) Therefore, the work and offer of the HE Transitions Officer and The Regional Hub features strongly. It is anticipated that this work will continue to have the desired impact that

it has had to date with some key projects to be developed around white males, disabled students and students who have health, and emotional well-being concerns.

Student retention remains a strategic priority for the College and the wrap around support services remains a key policy driver. Teaching, learning and assessment strategies are continually scrutinised and strategies/interventions continually reviewed to note their impact on student outcomes. An enhanced academic and study skills offer with a specific focus on first year undergraduate students will shape the offer for 2018-19 and a more robust communication plan to promote the 'Skills4study campus package' with the academic support service from the Library a dominant feature.

Similarly, we will continue to work towards enhancing the HE Disability support offer through an inclusive approach including a review of the curriculum, learning and teaching environments and support.

<http://www.hefce.ac.uk/sas/disabled/inclusive/>

Progression

The Destination of Leavers from Higher Education (DLHE) survey results indicate that 92% of students who left The Manchester College in the summer of 2015 were working and studying or in other activities. (This compared to 90% of those that left the college in the summer of 2014.) The DLHE also indicates that the average salary of a TMC graduate, in work, is £12,000 p.a. (lower than the UK average). The introduction of the Employability Hub and subsequent employability roles in the college will further enhance student employability outcomes.

The Alumni platform, through the support of the Higher Education Communication and Liaison Officer, continues to grow, with over two hundred members signed up. Contributions from Alumni members are steadily growing with a number of guest speeches and events taking place.

Financial Commitment/ Financial Support for Students 2017-2018

We recognise that the Higher Education sector continues to be in a state of flux with several key policy changes on the horizon with the TEF, the changes to Disabled Student Allowance, and the introduction of the Apprenticeship Levy. It has been previously noted that that HE fees charged by the college were currently well below those of comparable institutions and that an increase in fees would contribute further to supporting a high standard and valued HE student experience.

We will therefore keep fees and performance under on-going review, in line with OFFA guidance and with changes to the HE landscape.

Tuition Fees

For 2018-19, we intend to introduce a simplified pricing strategy, which suggests a differentiated / tiered pricing model.

The Fee Structure for new entrants in 2018/19 is as below with fees up to:

| Programme | New Students |
|--|---------------------|
| Pricing Tier A Range | |
| BA (Hons) Acting for Live & Recorded Media | £8900 |
| BA (Hons) Musical Theatre | £8900 |
| BA (Hons) Dance and Performance | £8900 |
| BA (Hons) Theatre and Performance | £8900 |
| BA (Hons) Film and TV Production (subject to validation) | £8900 |
| FdA Film and TV Production | £8900 |
| Pricing Tier B Range | |
| BA (Hons) Make-Up Artistry | £7500 |

| | |
|--|-------|
| BA (Hons) Special Effects Make Up Artistry | £7500 |
| FdA Make Up Artistry/FdA Special Effects Make Up Artistry | £7500 |
| FdA Contemporary Photographic Practice | £7500 |
| BA (Hons) Contemporary Photographic Practice (Top up) | £7500 |
| Pricing Tier C Range | |
| MA Professional Performance Practice | £5950 |
| All other Full-Time Foundation Degrees and Honours degrees | £7000 |
| Pricing Tier D Range | |
| All other Top-up Degrees* | £5950 |
| Higher National Diploma (HND) (2 year course) | £7000 |
| Higher National Diploma (HND) (1 year Top Up from HNC) | £7000 |
| Higher National Certificate (HNC) (1 Year course) | £7000 |
| University Preparatory Year Extended degrees | £3500 |

Fees for part-time Higher Education courses will be charged on a pro rata basis of a full time fee of £5950 based upon the number of credits being studied.

*Students entering directly onto level 5 or 6 of a three honours degree from one of The Manchester College foundation degrees or Higher National programmes will be charged £5950.

We have assessed the proportion of students from under-represented groups, and in line with OFFA guidance; we consider that we have a disproportionately high number. We therefore aim for a maximum percentage spend of approximately 21.7% of additional fee income. We anticipate that this OFFA Access Agreement spend, in addition to bursaries, will continue to be distributed approximately as:

- 8.9% on direct financial support.
- 6.9% on access to HE.
- 5.8% on additional student retention, success and progression activity.

Other Financial commitment

The continuation of the HE hardship fund and an 'earned' achievement and attendance bursary scheme will be implemented. Whilst research remains tangible around the impact of bursaries, the following key themes have emerged:

- Where an assessment of a student's Household Residual Income (HRI) is available, there is a clear relationship between a student's HRI and their likely continuation rate.
- Students from areas where young people are least likely to participate in Higher Education are less likely to continue their studies than those from areas of higher participation.
- There is evidence that a student's prior attainment is the most significant factor in predicting the likelihood that they will continue their studies.
- Conclude that although it is possible that financial support is having an effect on an individual's likelihood of continuing with their studies, OFFA have not been able to detect this effect using the data available.

On this basis and reflecting upon the widening participation profile of Higher Education students at TMC, some form of financial support is deemed to be the more viable option:

- A bursary of £500 paid in the first year in two instalments of £250.
- In the subsequent years of their course, students will be paid £250.
- If students' progress onto a Top Up degree after completing their Foundation Degree they will receive £250.

Specific criteria will apply to the bursary scheme, which will be based around:

- Attendance and continuation
- Care Leaver status
- Internally progressing students
- Students who disclose a disability
- Part time students

Raising the aspirations and access of mature and part time students has continued to be a pressing national concern. The proportion of mature students in the College remains largely static and the volume of part time students is fairly static with a fairly low proportion.

Facilitating access for these groups remains a key focus; we will continue to work closely with employers to raise awareness of the business impact of higher level skills development allied to the introduction of the Apprenticeship Levy from April 2017 and with employees to communicate the career benefits. We aim to grow the provision of Higher and Degree Apprenticeships to support the engagement of mature and part-time HE students.

Targets and Milestones

The Targets and milestones covering the following areas are included in the resource plan. TMC's Access Agreement statistical targets and milestones for 2018/19 will continue to be monitored and evaluated as appropriate:

- Increasing the number of internal FE students progressing to HE.
- Improving the continuation rate.
- Improving the completion rate.
- Increasing the number of self-disclosures of LLDD and students under receipt of DSA.
- Growth in part-time student numbers.
- Introducing flexible and blended learning opportunities.
- Increasing access for students who disclose a disability.
- Increasing access for students from BAME groups.
- Increasing access for students from low-income backgrounds
- Improving attainment in Schools and Colleges.

It can be noted, as a performance summary, that each yearly access milestone, with the exception of one, has been met (Baseline 2011-13) and are on course to meet the overall baseline data target (2020-21).

Monitoring and Evaluation arrangements

The principal responsibility for monitoring and evaluating widening participation activity lies with the Equality, Diversity and Inclusion Strategy group that is chaired by the Vice Principal (Curriculum and Support). Student cohort data including Equality and Diversity Impact Measurements (EDIMs) are regularly reviewed in addition to the specific targets identified as part of this Access Agreement throughout the quality assurance cycle.

Regular progress reports will be produced for the strategy group in order to monitor impact. Further specific monitoring and evaluation activity will continue to be undertaken to support TMC's main widening participation activities. The annual report is a thorough critical analysis of key performance indicators and a range of data linked to student cohort. This highlights areas for further focus and enhancement on an on-going basis.

Equality, Diversity and Wellbeing

TMC has developed this Access Agreement to meet the legislative context of the Equality Act 2010. The Act underpins TMC's inclusive ethos and operational delivery to ensure that no one is directly or indirectly discriminated against because of their protected characteristic.

Our College is committed to the advancement of Equality, Diversity and Inclusion for all (colleagues, students, external stakeholders and visitors) and we are working with the National Centre for Diversity to achieve the 'Investors in Diversity Award'. The Investors in Diversity Award is a nationally recognised equality, diversity and inclusion accreditation that recognises excellence in this area. Furthermore, the College has a successful and vibrant LGBT Society, which is driven by the student body.

Consulting with students

This Access Agreement has been formulated in consultation with the Equality, Diversity and Inclusion Strategy group where the Student Union has representation. Progress towards achievement of the Access Agreement targets and activities are reported to this strategy group for review.

Student representation and participation in the deliberative committee structure provides not only a rich contribution to the shared goal of continuous enhancement but also provides immediate feedback on a range of topics. Student feedback is frequently gathered through a number of established fora providing valuable feedback to inform reviews and future developments. The Student Engagement Strategy details the various mechanisms through which the student voice is heard, predominantly through partnership working.

Provision of information to prospective students (Public Information)

TMC is committed to providing information for prospective and current students. We publish information that describes our mission, values and overall strategy through:

- Our website that includes the Mission, Values and College Governance.
- TMC's mission and values are highly visible around the college estate through posters, regular campaigns and other documentation.
- A Guide is produced annually and as a strategic communication includes the mission, values and strategic goals and priorities.
- College publicity materials aim to promote the College's Mission and Values where appropriate.

We clearly communicate the process for application and admission to the programmes of study by making the HE admissions process available on the website and in the HE prospectus. The next steps are detailed in our correspondence and via UCAS.

We make information available to prospective students to help them to select their programme with an understanding of the academic environment in which they will be studying and the support that will be made available to them via Open/HE experience days, High School and Sixth Form events, UCAS online, detailed course information sheets online and through the HE prospectus. Social media is used to enhance engagement and communications with students.

In addition, information is presented at an institutional level on our facilities, welfare and support, employability and careers. TMC also ensures that the Key Information Set data for each course, where relevant, is available through the UNISTATS widget on the website at course level.

The website, Moodle, MYDAY (The College's student intranet) and social media are used to engage and inform students before arriving and to support transition. The corporate teams work in partnership with the Students Union and Student Representatives to ensure that all relevant information reaches students. The introduction of the Student Communication and Liaison Officer in 2015-16 has made significant inroads into managing student expectations, involving students fully in their Higher Education experience and in this academic year, empowering them to co-create and to write articles etc. This has been achieved through the introduction of a HE Student Engagement Newsletter and the HE Blog: The Bee, plus significant engagements on social media.



Table 7 - Targets and milestones

Institution name: The Manchester College

Institution UKPRN: 10023139

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

| Reference number | Stage of the lifecycle (drop-down menu) | Main target type (drop-down menu) | Target type (drop-down menu) | Description (500 characters maximum) | Is this a collaborative target? (drop-down menu) | Baseline year (drop-down menu) | Baseline data | Yearly milestones (numeric where possible, however you may use text) | | | | | Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum) |
|------------------|---|---|--|--|--|--------------------------------|---------------|--|-------------|-------------|-------------|-------------|--|
| | | | | | | | | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | |
| T16a_01 | Access | Disabled | Other statistic - Disabled (please give details in the next column) | Increasing access for students who disclose a disability | No | 2011-12 | 15% | 21% | 23% | 25% | 27% | 29% | Amended to a smarter target in description |
| T16a_02 | Access | Ethnicity | Other statistic - Ethnicity (please give details in the next column) | Increasing access for Students from BAME groups | No | 2011-12 | 29% | 35% | 36% | 37% | 39% | 41% | We would like to remove T16a_03 and amalgamate with T16a_02 into one milestone which reflects the new description included |
| T16a_03 | Access | Ethnicity | Other statistic - Ethnicity (please give details in the next column) | Students from asian backgrounds who access the HE provision within the college | No | 2011-12 | 10% | 13% | 14% | 16% | 18% | 20% | Remove as indicated above |
| T16a_04 | Access | Low participation neighbourhoods (LPN) | Other statistic - Low-income backgrounds (please give details in the next column) | Increasing access for Students from low income backgrounds | No | 2011-12 | 56% | 59% | 60% | 61% | 63% | 65% | Amended to a smarter target in description |
| T16a_05 | Access | Mature | Other statistic - Mature (please give details in the next column) | Students aged over 25 who access the HE provision within the college | No | 2011-12 | 28% | 31% | 32% | 33% | 35% | 37% | Remove this target, as new part time target included-see T16a_10 |
| T16a_06 | Student success | Multiple | Other statistic - Other (please give details in the next column) | Improving the continuation rate | No | 2011-12 | 85% | 88% | 89% | 90% | 91% | 92% | |
| T16a_07 | Student success | Attainment raising | Other statistic - Other (please give details in the next column) | Student Achievement | No | 2011-12 | 79% | 83% | 84 | 85 | 86% | 87% | A more realistic and achievable target set, but to replace with: Improving the completion rate |
| T16a_08 | Access | Other (please give details in Description column) | Other statistic - Other (please give details in the next column) | Increasing the number of internal FE students progressing to HE. | No | 2017-18 | 30% | 32% | 34% | 36% | 38% | 40% | New target and milestone |
| T16a_09 | Student success | Disabled | Other statistic - Disabled (please give details in the next column) | Increasing the number of self disclosures of LLDD and students under receipt of DSA. | No | 2017-18 | 15% | 17% | 19% | 21% | 23% | 25% | New target and milestone |
| T16a_10 | Access | Part-time | Other statistic - Part-time (please give details in the next column) | Growth in part time students. | No | 2017-18 | 10% | 11% | 13% | 15% | 17% | 19% | New target and milestone |
| T16a_11 | Student success | Attainment raising | HESA T1a - State School (Young, full-time, first degree entrants) | To offer targeted GM Schools and or Colleges a programme / series of academic / study skills in GCSE English and or maths. | No | 2018-19 | 25 sessions | N/A | 25 sessions | 35 sessions | 45 sessions | 55 sessions | New target and milestone |

Table 7b - Other milestones and targets.

| Reference Number | Select stage of the lifecycle | Main target type (drop-down menu) | Target type (drop-down menu) | Description (500 characters maximum) | Is this a collaborative target? | Baseline year | Baseline data | Yearly milestones (numeric where possible, however you may use text) | | | | | Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum) |
|------------------|-------------------------------|---|---|--|---------------------------------|---------------|-----------------------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|--|
| | | | | | | | | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | |
| T16b_01 | Access | Other (please give details in Description column) | Outreach / WP activity (collaborative - please give details in the next column) | Greater Manchester Higher is a collaboration of universities and further education colleges from Greater Manchester working together to provide high quality outreach activities for local schools and colleges. | Yes | 2014-15 | 87 secondary schools engaged with | 106 secondary schools | 114 secondary schools | 122 secondary schools | 130 secondary schools | 140 secondary schools | |

Optional commentary on milestones.

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.